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## Overview

This standard is about supporting learners through the learning process by, for example, providing them with information and advice, helping them overcome barriers, helping them access the learning and experience they need, monitoring progress against expected standards and providing constructive feedback.

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## Performance criteria

### *You must be able to:*

1. establish and maintain a positive relationship with the learner which encourages and motivates learning
2. provide the learner with information and advice relevant to their needs
3. enable the learner to engage with, and contribute to, their own learning
4. assist the learner to access the skills, knowledge and experience they need
5. help the learner overcome any barriers that prevent them taking a full part in the learning process
6. support the learner in taking responsibility for their own development
7. monitor the learner's performance against expected standards and provide evidence of achievement to others as required
8. provide constructive feedback to the learner
9. review learner progress and help them adapt their plans as necessary

## Knowledge and understanding

### *You need to know and understand:*

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the characteristics of a relationship that supports learners' progress and provides them with motivation to learn
3. the types of information and advice that learners may require and how to provide or access this
4. different strategies to enable learners to engage with learning
5. aspects of equality and diversity that need to be addressed when supporting learners
6. the range of techniques through which different types of learners can contribute to their own learning
7. the types of barriers to learning that different types of learner's experience and how to address these
8. how to help individuals with different types of learning needs access the skills, knowledge and experiences they need to progress
9. the boundaries of own role and when to refer the learner to other sources of help and support
10. the range of resources, including support from others and technology based solutions, that are available to support learners
11. why it is important that learners take responsibility for their own learning and different methods of helping them do so
12. methods that can be used to enable learners to provide honest and constructive feedback on their experiences and how to use this feedback when it has been collected
13. methods that can be used to monitor learners' performance against required standards
14. different methods of presenting evidence of learner achievement to others
15. different methods of providing the learner with constructive feedback and how to use these methods effectively
16. the importance of reviewing learner progress and appropriate times to do so
17. the factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression

## Glossary

### Barriers

Anything that might prevent the learner taking a full part. This could include, for example, lack of confidence or essential skills and knowledge.

### Diversity

Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.

### Equality

A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic.

### Expected standards

The standards the learner should achieve as part of their learning programme. These could include national occupational standards or standards set by other types of qualifications.

### Evidence

This could be for example learner progress, learner attainment, learner satisfaction, staff engagement as appropriate to the quality indicators.

### Learning process

This may include experience, such as time in the workplace, as well as formal and informal training.

### Provide evidence of achievement

This could include providing witness statements to qualified assessors.

### Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies

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(including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

### Role

This is used to describe the job that you are contracted to carry out and the work that you must do .

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Engage and support learners in the learning and development process



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